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ABSTRACT

This booklet presents the procedures and criteria of the tentative Child Development Associate (CDA) Consortium Assessment System, used to evaluate CDS candidates in winter, 1974-75. Under the assessment system, local assessment teams (consisting of the candidate to be assessed, the candidate's trainer, a parent-community representative, and a Consortium representative) collect information on the competency of the candidate in six areas of child care defined by the Consortium. The six competency areas are: (1) establishing and maintaining a safe and healthy learning environment, (2) advancing physical and intellectual competence, (3) building positive self-concept and individual strength, (4) encouraging positive functioning of children and adults in a group environment, (5) coordinating home and center child-rearing practices and expectations, (6) supplementary responsibilities related to children's programs. Extensive descriptions of these six areas and 13 functional areas derived from them are presented, along with examples of effective CDA behavior for each area. (BRT)

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Toward an Assessment System efforts to January, 1975

PS 008411

THE CHILD DEVELOPMENT ASSOCIATE CONSORTIUM
7315 WISCONSIN AVENUE, WASHINGTON, D.C. 20014

The Child Development Associate Consortium

THE CDA ASSESSMENT SYSTEM

PART I - PROCEDURES

PART II - CRITERIA (ORGANIZERS)

Published by
THE CHILD DEVELOPMENT ASSOCIATE CONSORTIUM
7315 Wisconsin Avenue, Suite 601E
Washington, D.C. 20014

Experimental Edition
January, 1975

PREFACE

The CDA Consortium presents this booklet of information on the CDA Assessment System (criteria/organizers and procedures) as it is being used in the Consortium's Winter, 1975 Field Study. These specifics of the Consortium's system for assessing CDA candidates are not final. Team meetings and all assessments for the Winter, 1975 Field Study must be completed by February 15, 1975. All information then will be analyzed by Consortium staff for presentation to the organization's Board of Directors at its March 27th meeting. At that time the Board will be asked to decide on the credibility and workability of the system. Until the Board reaches an affirmative decision, information contained in this booklet on the assessment system must be considered experimental.

CDA assessment now being tested is based on two sound principles. First is the principle that a candidate and those making judgments on that candidate's performance must be aware of the competencies on which judgments are to be made. This booklet contains in Part II a set of guidelines which we are calling "Organizers" to be used in assessing CDA's in the Consortium's Winter Field Study. These groups of Organizers provide the candidate and Local Assessment Team members with examples of the kinds of performance which are to be considered in the assessment process. They do not depict every possible kind of behavior or performance which might conceivably exist. Nor do they describe exactly what the candidate will do in order to demonstrate a certain kind of competence. However, they guide the thinking of both the performer and the observer to behavior on the part of the candidate that demonstrates ability in a given area.

The second principle underlying CDA assessment is that human judgment is an important component in making decisions about a person's competence to work with children. In addition to the Organizers, this booklet contains in Part I descriptions of assessment procedures and the functions of the Local Assessment Team. It is the Consortium's contention that with the guidelines to help organize their thinking, and a framework within which to make decisions about competence, a Local Assessment Team can make valid decisions about a CDA candidate's performance. The sample Organizers contained in this document will provide team members with examples of the sorts of performance to consider in judging a candidate's competence.

The assessment process proceeds from the role definition of a Child Development Associate (see page 44), to the original six competency areas under which the Consortium has worked from its inception, to 13 functional areas of CDA performance, to the more specific areas under each functional area which are the sample Organizers.

The Consortium solicits and welcomes your reactions to this document. Suggestions you may wish to make will be considered as we make further revisions. You may either write to us or call us collect, telling us whether, in your opinion, these materials would be useful to a program for training early childhood personnel. At present, distribution of this document is limited, but feel free to share it with others so as to elicit their suggestions for improvement.

C. Ray Williams
Executive Director

WHAT IS THE CDA CONSORTIUM?

The Child Development Associate project represents an attempt to improve the quality and effectiveness of the care and education provided for young children. Our focus is personnel — the adults who conduct center-based programs for young children. Specifically, our responsibility encompasses an attempt to offer a professional credential to individuals who can demonstrate competence when working with young children.

The idea is at once exciting and challenging, complex and difficult. It is an idea without precedent. Bringing it to successful fruition depends on the ability of those in the broad field of child development to work together.

The Board of Directors and the staff of The Child Development Associate Consortium are committed to a product based on sound principles of child development and early education. However, to reflect truly the thinking and support of the field, we must have your suggestions, reactions and criticisms. We encourage you to express your ideas regarding any elements of the CDA project. Working together in these ways, we can indeed achieve our goals -- providing quality programs for young children.

# # # #

THE CDA ASSESSMENT SYSTEM

PART I

PROCEDURES

Experimental Edition
January, 1975

ASSESSMENT PROCESS

Underlying CDA assessment is the principle that human judgment is important in making decisions about a person's competence to work with children. It is the Consortium's contention that with guidelines to help organize their thinking, and a framework within which to make decisions about competence, an assessment team can make valid decisions about a CDA candidate's performance. Organizers contained in this booklet will provide team members with examples of the sorts of performance to consider in judging a candidate's competence.

A Local Assessment Team is the cornerstone of the Consortium's assessment procedure. It is made up of four persons; three are from the community in which the candidate's center is located. The fourth, a professional trained by the Consortium, will provide a non-local, different-eye view of the candidate. The team will work with materials and guidelines prepared by the Consortium.

The Local Assessment Team has been defined as: a trainer, a parent-community representative, the candidate to be assessed, and a Consortium representative -- the only non-local person. In collecting and assembling information on the competence of the candidate, each team member will do so according to Consortium guidelines. Each team member will collect information on the candidate in a special way -- and information gathered by all members of the team is considered important to assessment.

HOW TEAM MEMBERS PROCEED

The Candidate -- At the time he or she wishes to initiate the assessment process, the candidate begins assembling a portfolio. This portfolio will provide information on the candidate's competence as a child-care worker. It is a collection of materials -- anecdotal records, checklists, videotapes, activity plans and other items which might throw light on the candidate's ability to perform with children. The candidate, over a period of time, probably starting before other team members are selected, assembles the portfolio which later will be examined by all other team members.

The Trainer -- This team member has been defined as a person responsible for the day-to-day professional improvement of the candidate. The trainer, over time, can observe the candidate on-site and collect information on the candidate's performance in accordance with Consortium guidelines. Trainers may also help the candidate assemble a portfolio according to Consortium guidelines.

The Parent-Community Representative -- The candidate will select this team member from a pool of potential persons assembled by the candidate's training program or center director. The parent-community representative must have had experience within the past two years with the center employing the candidate or where the candidate is training. However, this representative should not currently have his or her own child under the direct supervision of the candidate to be assessed. The parent-community representative will have two major tasks: to gather information, by means of a Consortium-designed questionnaire, from the parents of children in the candidate's room; in accordance with the Consortium guidelines, observe the candidate at work with children.

The Consortium Representative is a professional in the field of early childhood education/developmental child care, and is not involved in the candidate's program. The representative will bring to assessment a non-local, "different-eye" view of the candidate's performance. The representative's major tasks will be: to observe, in accordance with Consortium guidelines, the candidate at work with children; to interview the candidate according to Consortium guidelines. He or she will also arrange for the team meeting and report the team's decision to the Consortium.

EACH TEAM MEMBER MAKES A CONTRIBUTION

To gather information, team members observe the candidate's performance in accordance with 13 functional areas developed by the Consortium. These 13 areas were refined from the original six competency areas. (See competency areas and functional areas, page iii.) The 13 functional areas also provide structure for the decision meeting at which team members decide on the candidate's competence.

Under the assessment procedure each team member will make specific and unique contributions to the collection of information, and to the total assessment process. Team members will share the information they have gathered, so that each member will have a complete picture from all four viewpoints. Each member will study all information gathered by assessment team members before the full team meets to make its decision.

If any member feels that more information is needed to give a complete and accurate picture of the candidate, he may make one request for more information before the team meets. Such a request must define specifically the kind of information wanted. When all feel that the information is complete, team members are ready for the decision meeting. This is arranged for by the Consortium representative.

THE DECISION MEETING

The decision meeting accomplishes several things:

- The team considers the candidate's competence in each of the 13 functional areas.
- Team members consider the candidate's overall competence.
- From these decisions a profile of the candidate's strengths and weaknesses results.

As the team discusses the candidate's performance in each of the 13 functional areas, it will try to reach consensus on the candidate's competence in each area. After looking at and deciding on the candidate's competence in each area, the team then makes a judgment on the candidate's over-all competence -- again striving for consensus.

The Profile -- A profile of the candidate's performance, as well as a decision on his or her competence, results from the team meeting. This profile details for the candidate his or her performance in each of the 13 functional areas. It addresses itself to both the strengths and weaknesses of the candidate. Whether the candidate is judged competent as a CDA, or in need of more training, he or she receives a profile. This profile adds a diagnostic aspect to the assessment process, and shows each candidate where he or she can improve. It is equally useful to candidates judged competent and to those needing more training since in their work or training they can upgrade areas of weakness and build on areas of strength.

THREE POSSIBLE RECOMMENDATIONS

Assessment can result in three possible recommendations from the team. At the conclusion of assessment the Consortium representative reports the recommendation to the Consortium office. The three possible recommendations are:

1. The candidate is judged competent as a CDA.

2. The candidate is judged to need more training, to be reassessed at a later time.

3. The team is unable to reach consensus.

Information on the team decision and the candidate's profile are submitted to the Child Development Associate Consortium by the Consortium representative. The procedure calls for using this information and profile in granting a CDA credential. (No credentials will be granted until the Consortium Board of Directors accepts and approves the assessment system, which it will consider at its meeting of March 27, 1975. Depending on the Board decision, a limited number of credentials may be granted between April and July, 1975.)

In addition, the Consortium will use team information in further developmental work and research. In this way the Consortium will respond to its initial commitment to an assessment system which meets the needs of those to be assessed, and which continues to reflect new research and new knowledge.

THE CIRA ASSESSMENT SYSTEM

PART II

CRITERIA (ORGANIZERS)

Experimental Edition
January, 1975

FOREWORD

PART II

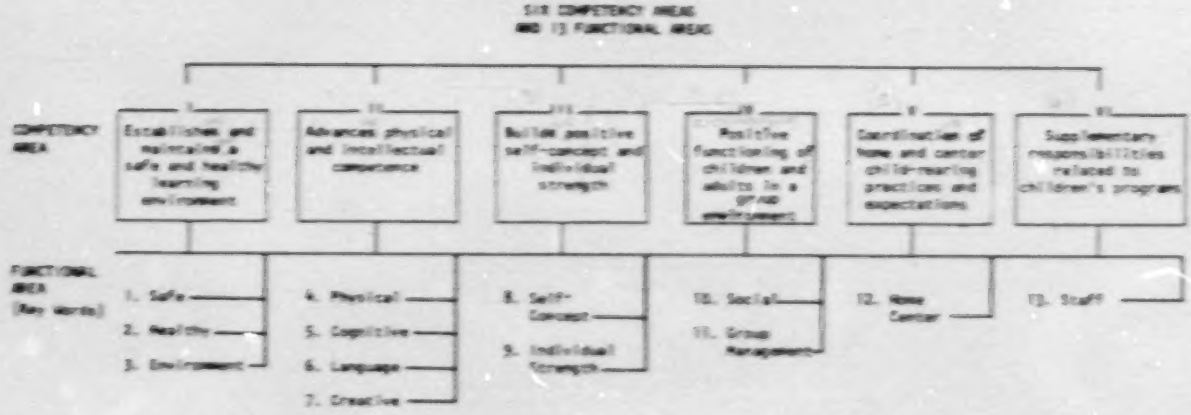
In arriving at the groups of Organizers found in this booklet, the Consortium staff used the following logic. The Board of Directors at its December, 1974, meeting adopted the role of the CDA as seen at the top of the next page. This definition clearly incorporates the six competency areas on which we have based our assessment from the beginning.

From these competencies, we have derived thirteen functional areas (See next page, bottom). Each of the competencies has been broken down into one or more areas of functioning on which a CDA should focus. For instance, subsumed under the Competency Area--Establishes and maintains a safe and healthy learning environment, would be Functional Areas Safe, Healthy, and Environment. Functional Area Healthy is defined as "Candidate provides an environment which is free of factors which may contribute to illness."

In this booklet we introduce the concept of the Organizers which describes some of the ways in which CDA's might indicate competence in a given functional area. To continue with Functional Area Healthy, examples of Organizers could be: candidate provides and maintains a healthy environment by "recognizing unusual behavior or symptoms of children not feeling well" and by "making adequate (supervised) provision for children who become ill." Our booklet does not claim to have included all of the ways in which a CDA might demonstrate competence in any given functional area, but does list, in effect, samples of competent behavior. At the same time, these examples form a structure within which competent behavior must be demonstrated. We feel that the Organizers will be of considerable aid both to the candidate and to the Local Assessment Team in delineating competence at working with young children.

The CDA is a competent person who assumes primary responsibility for meeting the specific needs of a group of children in a child development setting, by nurturing the child's physical, social, emotional and intellectual needs; setting up and maintaining the child care environment; establishing a liaison relationship between parents and the child development center. He/she will need guidance from more highly trained personnel and will need additional competencies to become Center Director/Curriculum Specialist or Master Teacher.

— Role definition of the CDA as adopted by the Consortium Board of Directors, December, 1974.



COMPETENCY AREA

SET UP AND MAINTAIN A SAFE AND HEALTHY

LEARNING ENVIRONMENT

FUNCTIONAL AREA -- Safe

Definition: Candidate provides a safe environment by taking necessary measures to avoid or reduce accidents.

ORGANIZERS:

Candidate provides and maintains a safe environment as evidenced by the application of generally accepted safety practices,

e.g.:

- encouraging child behavior and children's activities which are consistent with common safety practices;
- stopping and/or redirecting unsafe child behavior or children's activities;
- keeping exits uncluttered and clearly marked;
- seeing that equipment is well placed/consistent with use;
- preventing hazardous conditions or dangerous situations;
- storing dangerous or poisonous materials properly;
- keeping equipment in non-hazardous condition;
- keeping play areas free from hazardous debris.

NOTE: The above examples do not represent a complete list of the evidence which one might use to support a rating of the candidate in this functional area. The observer should add any evidence which he feels may be useful in making a decision.

FUNCTIONAL AREA -- Healthy

Definition: Candidate provides an environment which is free of factors which may contribute to illness.

ORGANIZERS:

Candidace provides and maintains a healthy environment as evidenced by the application of generally accepted health practices,

e.g.:

- encouraging child behavior and children's activities which are consistent with common health practices;
- recognizing unusual behavior or symptoms of children who are not feeling well;
- making adequate (supervised) provision for children who become ill;
- within constraints of the facilities, providing adequate climatic conditions in the classroom;
- providing adequate storage for the preservation of food;
- providing clean serving and eating areas for children;
- keeping the environment free of garbage;
- having adequate first aid materials available;
- having tissues and soap available.

NOTE: The above examples do not represent a complete list of the evidence which one might use to support a rating of the candidate in this functional area. The observer should add any evidence which he feels may be useful in making a decision.

FUNCTIONAL AREA -- Learning Environment

Definition: Candidate arranges the room and selects materials to provide an environment conducive to learning.

ORGANIZERS:

Candidate arranges and maintains an environment which is conducive to learning as evidenced by his application of generally accepted principles of learning,

e.g.:

- the day-to-day selection of materials and equipment which are appropriate to the objectives of the program;
- the day-to-day selection of materials and equipment which provide a challenge, while enabling each child to experience success;
- the use of materials and equipment in such a way as to enable adequate adult supervision and assistance;
- the use of materials and equipment which consider the child's total development (mental, physical, emotional);
- the incorporation into the environment of materials and/or equipment which are native to the cultural groups and regions being served;
- the arrangement of an environment so as to encourage children to use it productively; one which:
  - . is aesthetically appealing
  - . is orderly, but not sterile
  - . makes good use of the space available
  - . considers the specific needs of children (interests, capabilities)

NOTE: The above examples do not represent a complete list of the evidence which one might use to support a rating of the candidate in this functional area. The observer should add any evidence which he feels may be useful in making a decision.

COMPETENCY AREA

ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCE

FUNCTIONAL AREA — Physical

Definition: Candidate helps children to feel comfortable with themselves and their surroundings by providing an environment which promotes competence in a wide variety of movement activities.

ORGANIZERS:

Candidate promotes the physical competence of children as evidenced by the providing and maintaining of an environment in which children grow and learn to move with competence and confidence,

e.g.:

- assessing the physical needs of individual children/adapting materials, equipment and activities to meet these needs;

- providing adequate materials and activities which are designed to promote and stimulate the motor development of children;

- providing day-to-day adequate materials and activities which are designed to promote and stimulate the physiological growth of children (strength, flexibility, agility, balance, speed, endurance, etc.);

- providing activities and equipment which encourage children to explore and to experiment with body movement;

- providing adequate supervision to movement activities so that, while allowing a maximum of freedom, children are not subjected to undue physical danger.

NOTE: The above examples do not represent a complete list of the evidence which one might use to support a rating of the candidate in this functional area. The observer should add any evidence which he feels may be useful in making a decision.

FUNCTIONAL AREA — Cognitive

Definition: Candidate stimulates thinking and provides problem-solving activities appropriate to the developmental level of each child.

ORGANIZERS:

Candidate promotes the cognitive development of children as evidenced by providing and maintaining an environment which stimulates children to think and to solve problems,

e.g.:

- assessing the cognitive needs of individual children/adapting equipment, materials and activities to meet these needs;

- using materials and activities which enable individual children to experience success; activities which are neither too difficult nor too easy;

- providing opportunities and encouragement throughout the program for children to acquire information about their world (concept formation);

- providing materials and activities which require children to think and to solve problems;

- interacting with children in ways which allow and encourage them to think and to solve problems;

- stimulating expanded thinking and problem-solving by providing appropriate feedback to children;

- providing materials and activities which encourage children to explore and experiment with new ideas;

- providing materials, activities and teacher-child interaction which stimulate focused behavior (of initiating, attending, carrying through, etc.);

- providing activities and teacher-child interaction which are likely to stimulate children to organize their experiences in terms of relationships and conceptual dimensions (classifying objects, identifying similarities and differences, comparing sizes or amounts, determining causality, etc.).

NOTE: The above examples do not represent a complete list of the evidence which one might use to support a rating of the candidate in this functional area. The observer should add any evidence which he feels may be useful in making a decision.

FUNCTIONAL AREA -- Language

Definition: Candidate helps children acquire and use language so they can communicate their thoughts and understand the thoughts of others.

ORGANIZERS:

Candidate promotes the language competence of children as evidenced by the providing and maintaining of an environment in which children are stimulated to use language as a means of communication,

e.g.:

- assessing the language needs of individual children/adapting materials and activities to meet these needs;
- using materials, activities and time in ways which stimulate children to communicate with each other;
- interacting with children in ways which allow and encourage them to use language as a means of communicating (by asking questions which require multiple word responses, using periods of silence during verbal interaction, etc.);
- providing opportunities and encouragement throughout the program for children to acquire and enlarge their vocabulary;
- encouraging children to use language to express feelings;
- associating words with objects, events, persons, etc.;
- providing a good language model by speaking clearly and distinctly on a level which children understand and respect;
- recognizing a child's cultural heritage by sometimes encouraging him to use the language which is native to that culture;
- recognizing a child's language competence as an accepted form of communication/encouraging him to use his language ability as the vehicle for continued language learning.

NOTE: The above examples do not represent a complete list of the evidence which one might use to support a rating of the candidate in this functional area. The observer should add any evidence which he feels may be useful in making a decision.

FUNCTIONAL AREA — Creative

Definition: Candidate provides a variety of media which encourage children to express their creative abilities.

ORGANIZERS:

Candidate promotes the creative expression of children as evidenced by providing and maintaining an environment in which children are allowed and encouraged to explore, to experiment, and to express their ideas,

e.g.:

- using equipment, materials and activities throughout the program which stimulate exploration, experimentation and expression of ideas;

- establishing an environment which allows and encourages children to explore, to experiment and to express their own ideas (reasonable rules, reasonable schedules, etc.);

- encouraging children to explore alternative approaches or responses;

- encouraging children to express new or different ideas;

- accepting a child's ideas and responses/encouraging children to evaluate their ideas or responses and to express their feelings about them;

- accepting a child's creative expression without placing a value judgment on it/accepting the child's feelings about his creative expression.

NOTE: The above examples do not represent a complete list of the evidence which one might use to support a rating of the candidate in this functional area. The observer should add any evidence which he feels may be useful in making a decision.

COMPETENCY AREA

BUILD POSITIVE SELF CONCEPT AND

INDIVIDUAL STRENGTH

FUNCTIONAL AREA — Self Concept

Definition: Candidate helps children to know and to accept and to appreciate themselves as persons.

ORGANIZERS:

Candidate helps children to grow toward a sense of positive identity by providing and maintaining an environment of acceptance and encouragement,

e.g.:

- providing equipment, materials and activities which recognize and are adapted to the differences of individual children;
- providing equipment, materials and activities which accept and build upon the differences of individual children;
- relating to children in ways which indicate that they are known and appreciated (using child's name, noticing child's clothing, listening to child's story, etc.);
- providing individual children with direct positive (but honest) feedback about their performance, their ideas, etc.;
- including a child's home language/culture functionally in activities of the center;
- using a child's home language as a bridge to another language for extending communication;
- establishing and maintaining limits for child behavior which are reasonable, fair, and reflect a positive tone;
- establishing and maintaining a feeling tone which is likely to be positive and comfortable to children (relaxed, sincere, secure, natural, interested, etc.);
- relating to the individual needs of children by using a variety of teaching methods and by maintaining flexible, realistic expectations;
- using materials and activities throughout the program which enable individual children to experience success; activities which are neither too difficult nor too easy;
- encouraging individual children to accept and to express their feelings within acceptable limits.

NOTE: The above examples do not represent a complete list of the evidence which one might use to support a rating of the candidate in this functional area. The observer should add any evidence which he feels may be useful in making a decision.

FUNCTIONAL AREA — Individual Strength

Definition: Candidate helps children develop a sense of independence and acquire the ability to express, understand and control their feelings.

ORGANIZERS:

Candidate helps children develop a sense of independence by providing and maintaining an environment in which children are respected as competent persons who can make decisions and care for their own needs,

e.g.:

- using materials and activities which enable individual children to experience success; activities which are neither too difficult nor too easy;
- providing opportunities for children to make decisions and to direct their own activities;
- accepting the ideas and decisions of individual children;
- providing opportunity and encouragement for children to care for their own needs — providing assistance where it is needed and requested;
- encouraging and, as needed, assisting children in expressing their feelings in acceptable ways;
- supporting individual children's attempts to deal with their feelings — providing assistance as needed and requested;
- interacting with individual children in ways which are open and honest;
- providing individual children with positive constructive feedback about their ideas, their performance, etc.;
- interacting with children in ways which exhibit honesty and trust (keeping promises, expressing honest feelings, etc.).

NOTE: The above examples do not represent a complete list of the evidence which one might use to support a rating of the candidate in this functional area. The observer should add any evidence which he feels may be useful in making a decision.

COMPETENCY AREA

ORGANIZE AND SUSTAIN THE POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP IN A LEARNING ENVIRONMENT

FUNCTIONAL AREA -- Social

Definition: Candidate helps the children get along with others and develop feelings of mutual respect with other children in the group.

ORGANIZERS:

Candidate stimulates children to relate to and develop a feeling of respect for other persons (children and adults) by providing an environment in which children are respected and in which respect for other persons is expected and encouraged,

e.g.:

- relating to children as individual persons who have feelings and thoughts which will be considered throughout the program;
- using equipment, materials and activities which relate to the individual interests, capabilities and learning styles of children;
- setting expectations for children which are consistent with their individual capabilities, interests, etc.;
- respecting the rights of children (listening to them, respecting their privacy, respecting their property, etc.);
- providing an environment in which children are given opportunities to work cooperatively as well as independently;
- encouraging children to express their feelings and to defend their rights/providing assistance as needed and/or as requested;
- encouraging children to recognize, accept and respect the feelings and rights of others/providing assistance as needed and as requested;
- providing materials and activities which recognize and build upon cultural variation;
- providing an environment in which individual children are encouraged to compete with themselves.

NOTE: The above examples do not represent a complete list of the evidence which one might use to support a rating of the candidate in this functional area. The observer should add any evidence which he feels may be useful in making a decision.

FUNCTIONAL AREA -- Group Management

Definition: Candidate provides a positive and related routine and establishes simple rules for the group which are understood and accepted by children and adults.

ORGANIZERS:

Candidate provides effective group management as evidenced by his ability to work productively with both children and adults in the center,

e.g.:

- establishing a reasonable system of limits, rules and regulations which are understood, honored and respected by children and adults;
- assuming his or her share of the responsibilities for operations of the program;
- using equipment, materials and space in ways which are considerate of the needs and desires of both the children and other adults in the center;
- scheduling of activities in ways which are comfortable and which consider the needs and desires of children and other adults in the center;
- organizing transition activities in ways which are considerate of the needs and desires of children and other adults in the center;
- anticipating potential problem areas and taking action necessary to avoid the problem or to work with the problem.

NOTE: The above examples do not represent a complete list of the evidence which one might use to support a rating of the candidate in this functional area. The observer should add any evidence which he feels may be useful in making a decision.

COMPETENCY AREA

BRING ABOUT OPTIMAL COORDINATION OF HOME AND CENTER CHILD-REARING PRACTICES AND EXPECTATIONS

FUNCTIONAL AREA: Home-Center

Definition: Candidate establishes positive and productive relationships with parents and encourages them to participate in the center's activities.

ORGANIZERS:

Candidate establishes and maintains positive and productive relationships with parents by recognizing a child's home and parents as having primary responsibility for the child's development and education,

e.g.:

- seeking information about individual children from their parents/ using this information in planning and implementing the program (selecting activities, interacting with children, etc.):

  . arranges convenient time and facilities for meeting regularly with parents (individually and in groups) both at the initiation of the teacher and of the parent;

  . maintains confidentiality in dealing with information about a child or his family.

- sharing information about children regularly and openly with their parents:

  . communicates clearly and regularly to parents about the progress of their children and about the program of the center;

  . responds quickly, thoroughly and courteously to parents' requests for information about their children or about the program.

- actively involving parents in the planning and day-to-day operations of the center:

  . actively seeks the ideas, attitudes and reactions from parents regarding the program of the center;

  . often incorporates the ideas and suggestions of parents into the program.

- actively seeking ideas and assistance from parents in assuring that the program reflects and respects their culture, their family and their attitudes:

(cont.)

FUNCTIONAL AREA: Home-Center (cont.)

- accepts and encourages the speaking of the language spoken in the home;
- incorporates things which are familiar to the culture and the home into the program.

NOTE: The above examples do not represent a complete list of the evidence which one might use to support a rating of the candidate in this functional area. The observer should add any evidence which he feels may be useful in making a decision.

COMPETENCY AREA

CARRY OUT SUPPLEMENTARY RESPONSIBILITIES RELATED

TO THE CHILDREN'S PROGRAMS

FUNCTIONAL AREA — Staff

Definition: Candidate communicates with other staff members concerning activities, policies, rules, programs and plans about the performance and health of the children.

ORGANIZERS:

Candidate communicates effectively with other staff members by relating to them as persons who are important in providing a program which best meets the needs of children,

e.g.:

- seeking the ideas and suggestions of other staff members/often using these ideas in planning or implementing the program;
- sharing ideas and information openly and in ways which are respected by other staff members;
- assuming and following through on assigned responsibilities;
- assuming initiative for making decisions and for taking actions necessary for operating the center;
- keeping other staff members informed about plans and activities which may affect the center;
- keeping himself/herself informed about plans or activities which may affect the center;
- maintaining adequate records and reports regarding children and the administration of the program;
- assuming responsibility for necessary management functions of the center (scheduling of staff time, ordering of supplies, etc.);
- being aware of and incorporating new ideas and new knowledge into the day-to-day activities of the classroom.

NOTE: The above examples do not represent a complete list of the evidence which one might use to support a rating of the candidate in this functional area. The observer should add any evidence which he feels may be useful in making a decision.

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